



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND
INSTRUCTION
PROGRAM ADULT EDUCATION AND LIFELONG
LEARNING

**AN ASSESSMENT OF ADULT LEARNERS' PERCEPTION ON
SOCIAL AND ECONOMIC BENEFITS OF THE INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM: THE CASE OF
AKAKI KALITY SUB-CITY WOREDA ONE**

BY
GETNET TESFAYE

JUNE 2016
ADDIS ABABA

**AN ASSESSMENT OF ADULT LEARNERS' PERCEPTION ON
SOCIAL AND ECONOMIC BENEFITS OF THE INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM: THE CASE OF
AKAKI KALITY SUB-CITY WOREDA ONE**

BY

GETNET TESFAYE

ADVISOR

MESERET ASEFAW (PhD)

**THE THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF ADDIS ABABA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF
MASTERS OF ARTS IN ADULT AND LIFELONG LEARNING**

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF CURRICULUM AND INSTRUCTION

JUNE 2016

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

**AN ASSESSMENT OF ADULT LEARNERS' PERCEPTION ON
SOCIAL AND ECONOMIC BENEFITS OF THE INTEGRATED
FUNCTIONAL ADULT LITERACY PROGRAM: THE CASE OF
AKAKI KALITY SUB-CITY WOREDA ONE**

By

Getnet Tesfaye

APPROVAL OF BOARD OF EXAMINERS

Chairperson	Signature	Date
(Graduate committee)		
Advisor	Signature	Date
Internal Examiner	Signature	Date
External Examiner	Signature	Date

JUNE, 2016

ADDIS ABABA

ACKNOWLEDGMENTS

First of all it is my pleasure to extend my sincere appreciation to my Advisor Dr. Messert Assefa for his valuable comments and guidance throughout the preparation of this paper. Without his continuous follow up and encouragement, the completion of this work would have been unfeasible

Then, I'm also thankful to the selected training centers coordinator and facilitators for their help in distributing and collecting the data as well as individuals who assist the adult learners during the carrying out of the questionnaire.

Finally, I would like to express my heart-felt thanks and appreciation to the whole my families especially my mother Meskerm Abate (Mekuye) who always wish for my success, through their everyday prayers. And I would also thank my friend Mastewal Worku, for his moral and financial support during my study, Tesfaye Kasa, Worku Ifa, Anilyi Asefaw, and my best friends those who are my class mates for their genuine material assistance, moral support and encouragement during my graduate study with all their kindness and affection.

Table of Contents

	Page
Acknowledgments	<u>i</u>
Table Of Contents	ii
<i>List Of Table And Figure</i>	v
<i>Abstract</i>	v
<i>List Of Abbreviations And Acronyms</i>	vii
CHAPTER ONE	1
INTRODUCTION	1
1.1.Back Ground Of The Study	1
1.2. Statement Of The Problem.....	3
1.3. Objective Of The Study	5
<i>1.3.1. General Objective</i>	5
<i>1.3.2. Specific Objective</i>	5
1.4. Significance Of The Study.....	6
1.5. Delimitation Of The Study.....	6
1.6. Limitation Of The Study	6
1.7. Operational Definition Of Terms.....	7
1.8. Organization Of The Study.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
<i>2.1 The Role Of Education For Development</i>	8
<i>2.2. Adult Education</i>	8
2.3. Concepts Of Literacy And Functional Adult Literacy Program	9
<i>2.3.1. Literacy</i>	9
<i>2.3.2. The Concept Of Functional Literacy</i>	11
<i>2.3.3. Integrated Functional Adult Literacy</i>	13
2.4. The Historical Development Of Adult Education In Ethiopia.....	14
<i>2.4.1 Adult Education Up To 1942</i>	14

2.4.2 Adult Education Up To 1943 -1974.....	15
2.4.3 Adult Education Up To 1974-1991.....	18
2.4.4 Adult Education Since 1991	21
2.5 Adult Literacy Programs And Development	23
2.6 Literacy For Economic Development.....	24
2.7 Literacy And Social Development.....	24
2.8. Assessment Of Adult Learners' Performance.....	26
2.9. Rationale, Objective And Benefit Of Integrated Functional Adult Literacy	27
2.9.1. Objectives Of Functional Adult Literacy.....	29
2.9.2. Benefits Of Integrated Functional Adult Literacy.....	30
2.10. Economic Benefits Of Adult Education	31
2.11. Social And Economic Impact	32
CHAPTER THREE	35
RESEARCH DESIGN AND METHODOLOGY	35
3.1. Research Method	35
3.2. Data Source	35
3.3. Data Collection Instruments	36
3.3.1. Questionnaire	36
3.3.2 Interview.....	37
3.3.3 Document Analysis.....	37
3.4. Population Size And Sampling Techniques.....	37
3.5. Ethical Consideration.....	38
3.6. Pilot Test Of The Study	38
3.7. Procedure Of Data Collection	39
3.8. Methods of data Organization and analysis.	39
CHAPTER FOUR.....	41
PRESENTATION, ANALYSIS AND INTERPRETION OF DATA	41

4.1. Background Characteristics Of Respondents.....	41
4.2. Issue Related The Ifal Program Assessment.....	44
4.3. Issue Related Economic Assessment.....	46
4.4. Issue Related Social Change Of Learner.....	47
4.5 Issue On Economic And Social Assessment.....	49
4.6. Facilitator And Coordinators Response.....	50
4.7. Social Change Of Learner.....	55
4.8. Benefit Of Ifal Program.....	62
4.9. Challenges To Assess Social And Economic Change.....	63
CHAPTER FIVE.....	66
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	66
<i>5.1. Summary Of The Major Findings.....</i>	<i>66</i>
<i>5.2. Conclusion.....</i>	<i>69</i>
<i>5.3. Recommendations.....</i>	<i>71</i>
REFERENCE.....	72
<i>Appendix I</i>	
<i>Appendix II</i>	
<i>Appendix III</i>	

List of table and figure

Content	Page
Table 1 Background Characteristics of Respondents	42
Table 2.Students response based on IFALP assessment.....	44
Table 3.Students response based on assessment of economic change.....	46
Table 4.Studentsresponse based on assessment of social change.....	47
Table 5.Students' response base on the extent of social and economic change	49
Table 6 Respondense of facilitators and coordinators.	50
Table 7. Facilitators and coordinators views concerning with an assessment in improving economic change of learners.....	53
Table 8. Response of facilitators and coordinators in social change of learners.	56
Table 9. Respondent facilitators and coordinators views concerning with an assessment of in improving social change of learners.	59

ABSTRACT

The Purpose of this study was to assess the adult learners' perception on social and economic benefits of IFAL Program; the case of Akaki Kaliry sub city Woreda one. Mixed methods of research design were employed; both quantitative and qualitative data were gathered through questionnaire, interviews and document analysis. The pilot test was conducted in the selected two centers on woreda two. The IFAL centers were selected using purposive sampling and the facilitators and learners were selected using table of sample size determination following purposive sampling techniques. Out of 195 the total sample size the population, 60 (34 %) IFAL learners, 10 (83.33%) facilitators and three (3) IFAL program coordinators filled in and returned the questionnaire. In addition, two woreda and sub city IFAL supervisors were interviewed totally 75 subjects were included. The collected data were analyzed using frequencies and percentages. Some of the major findings were: Mostly IFAL program learners have an awareness of the program and most of them devoted in attending the program, the lesson are related with their daily life but according to students response the program is not assessed continuously; this idea is contradicting with the coordinators response, those students who attend this program mostly benefited in improving their saving habits, productivity because of the literacy skills use as input for their success even though some of the learners were not able to be beneficial participating in the policy that affect the economy of their community, and these Literacy skills sensitize them to cooperate with the community and it also helps them to have a capability to solve social problems and being accountable within community even though some of the IFAL learners lack capability of solving social problem. The literacy skill program develops the learner living together in peace and harmony. Moreover it also enhances them to preserve and continue good culture of the community and to remove the harmful culture of the community. The major challenges identified, Most of students did not come to school regularly, Drop out of the students by their personal problem, Lack of financial support to generate income ,Absence of adequate teaching-learning materials and others supplementary materials and lack of cooperation with stake holders. Thus, to improve the situation, it is recommended that: all stake holders should play their own role properly, the responsible bodies should help by supplying the adequate teaching-learning material, and all the stake holders should work cooperatively.

List of Abbreviations and Acronyms

AE	Adult Education
DvV	German Adult Education Association
EOC	Ethiopian Orthodox Church
EFA	Education for All
ESDP	Education Sector Development Program
ESR	Education sector review
ETP	Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FAL	Functional Adult Literacy
IFAL	Integrated functional adult literacy
MoE	Ministry of Education
MoEFA	Minister of Education For All
MoNCD	Ministry of national community development
MoU	Memorandum of understanding
NLC	National Literacy Campaign
NAES	National Adult Education Strategy
NFE	Non-formal Education
SA	Social affairs
TGE	Transitional Government of Ethiopia
REB	Regional Education Bureau
UNDESD	United Nations Decade of Education for Sustainable Development
UNESCO	United Nations Educational Scientific and Cultural Organization
UNLD	United Nations Literacy Decade (UNLD)
WAEB	Woreda Adult Education Board
WAETC	Woreda Adult Education Technical Committee
WEOs	Woreda education offices
WOALP	Work oriented adult literacy project

CHAPTER ONE

INTRODUCTION

1.1. Back ground of the study

Education, though differently defined, can be conceived as a means of gaining knowledge, skills and attitudinal changes. It is an instrument used to obtain information, develop skill and awareness regarding different issues which in turn change the attitude and bring about the overall improvement of the individual (MOE, 1994 & 2011). Education in Ethiopia has a long history, dating as far back as the fourth century A.D with the advent of Christianity. Since that time access to education has been limited to a few people and the country has remained with high illiteracy rate. In addition the expansion of education in this country for a long time restricted to town. (Yalew, 2008).

Besides, education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction and a key to attaining the growth and development Goals; however the majority of the population cannot be expected to participate in learning and training through the existing formal education system. Therefore, the existence of non-formal education is very important. Non formal education plays a significant role in providing knowledge skill and attitude for individual who cannot involve in formal schooling. Even though Non-formal education is aimed at meeting specific learning needs of particular members of the groups in the community (children, youth and adult).

The importance of adult education for development of any nation is unquestionable. It is because, in addition to resource and finance, for a country to be transformed, it requires human capital which could play vital role in the development process. Besides, education is believed to bring associated development political, social, economic and cultural progress of individuals who passed through it (Pierr,2007).

Functional Adult Literacy (FAL) as stated (IIZ/DVV, June 2005) Okech refers to reading and writing that a person requires and use in various task and engagement in everyday life. It also implies providing adults with range of functional skill. Therefore functional adult literacy is connected to the context of daily life outside of the class room and training centers and directly related or integrated with the skills like social, economic, political and legal skill.

Considering the importance and benefits of functional adult literacy program for illiterate adult, the government of Ethiopia designed and lunched the national integrated adult education strategy. As well, the government planned 8.8% of the overall budget of education for FAL program of the country as stated in Education Sector Development Program (ESDP IV), which being for five years stating from 2010/2011.

It is obvious that literacy skill change the life of society. It is supported by many writers that literate society lives a better life when compared with illiterate ones and literate skill bring development of community. By considering these facts the Ethiopian government has given focus to literacy. It has been used to achieve long plan. The government planned to progress toward become middle income economy by the year 2025. Many strategies have been focused to actualize this long term vision. Renewing adult education

with a specific focus on integrated functional adult literacy is one of the strategies (MOE, 2010). It has been further added that literate population are a pre-condition for any nation to become competitive with in global economy and without a significant increase in the adult literacy rate, Ethiopia will not be achieve a middle level income states within an expected time. Therefore the writer of this research wants, to assess the adult learns' perception on social and economic benefits of integrated functional adult literacy program.

1.2. Statement of the problem

One of the aims of education is to strengthen the individuals and societies problem solving capacity, ability and culture. Education enables man to identify harmful traditions and replace them by useful ones. It helps man to improve changes as well as develop and conserve his environment for the purpose of an all rounded development by diffusing science and technology in to the society (ETP, 1994).

In many parts of the world including Ethiopia education is primarily recognized as a basic human right irrespective of their color, religion, background and economic status. With respect to this citizen's right to education and the realization of economic and social benefits that emanate from it, a massive movement has been carried out (ETP, 1994).

However, many people still lack access to formal education in Ethiopia. Therefore, Adult Education program with the special focuses of Functional Literacy is intended to give opportunity for those adult who lack access. Previously, in Ethiopia Adult education program is basically focused on literacy, numeracy and other relevant skills to enable learners to develop problem solving abilities and change their lives. In this

program, there are two components where one focuses on literacy program for youth and adults and other on basic skills training in community skill training centers (MOE, 2005).

In addition Under ESDP IV and V the government of Ethiopian ministry of education give great emphasize on adult education program. National Adult Education strategy (NAES) is also planned to emphasis on an integration of Literacy and life skills to enable learners to take informed decisions in their daily life and challenges various problems. Furthermore, it is planned to empower people to participate actively in ones affaires and benefits to generate income, fight against poverty and promote lifelong learning.

In Informal discussion whether in side of the class room or outside of the class, I usually make a discussion on the issue of IFAL program and the learners' with friends of mine, who are my class mates. That caught my attention to conduct research in this area. Furthermore, my exposure of the study area as an inhabitant gave me some chance to observe and to discuss what the adult learners perception seem and problems faced. In addition, I believe that the usefulness of any educational program should be based on appropriate empirical researches made in relation to the various factors related to the issue of its contribution to the targeted groups. Therefore, it is with these intentions that I have attempted to conduct research on assessment of adult learners' perception on social and economic benefits of integrated functional adult literacy program. The Case of Akaki Kality Sub City Woreda One.

Taking this situation in to account, this study attempt the following basic research questions.

1. What is the perception adult of learners' about the integrated functional adult literacy program?
2. How the adult learners benefited socially and economically by integrated functional adult literacy program?
3. What has IFAL contributed to the improvement of the livelihood of the community of woreda one?
4. What is the attitude of adult learners towards the challenges of IFAL program?

1.3. Objective of the study

1.3.1. General objective

The general objective of this study was to assess the perception of adult learners' on social and economic benefits of Integrated Functional Adult Literacy program in selected wordas of Akaki Kality Sub city.

1.3.2. Specific objective

1. Looking the perception adult of learners' about the integrated functional adult literacy program
2. Investigate the social and economic benefits of IFAL program for the adult learners.
3. To assess the contribution of IFAL program on the improvement of livelihood of the community.
4. Explain the attitude of adult learners' on challenge of the IFAL program implementation.

1.4. Significance of the study

This study has the following significance

- The study will raise awareness about the contribution of integrated functional adult literacy program for the economic and social benefit.
- The study will provide relevant suggestions to all concerned authorities that could help in the alleviation of hindering factors in the daily activities of the beneficiaries.
- On top of that, the study will serve as a stepping stone for those who are interested in extending for further and in-depth investigations.

1.5. Delimitation of the study

Geographically the study was confined to Akaki kaliti sub-city at woreda one. It delimited on assessment of integrated functional adult literacy (IFAL) program in socio-economic improvement of the beneficiaries. In the study data collection were delimited to learners, facilitators, coordinators, supervisors and sub city adult education focal person. The study covered woreda education Bureau and extensively looks into the educational process of them.

1.6. Limitation of the study

This study was not totally free of limitations. There were some problems that limited the findings of the study to talk in absolute terms. Some of these problems were.

- The absence adequate documents at woreda education office and sub city IFAL officers because of their poor documentation.
- Unwillingness of respondents giving information during interview.

1.7. Operational Definition of Terms

- ❖ **Adult:**-the term adult is difficult to define because it varies from one society to another According to (UNESCO, 1997). An Adult is human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age.
- ❖ **Literacy:** - refers to the ability to read and write with comprehension, as well as to make simple arithmetical calculations (numeracy).
- ❖ **Functional adult literacy:** - is the newly introduced program of adult learning system including the practical life experience or real life style of the learner. (NAES, 2008).
- ❖ **Integrated functional adult literacy:**-one of the ways of literacy programs through which adult's education is directly linked with their lives to solve the daily life problems (IIZ/DVV, 2005)
- ❖ **Functional adult literacy facilitators:** -Trainers who facilitate the learning program of adult learners.

1.8. Organization of the Study

The study was divided into five chapters. The first chapter presents the background, statement of the problem, objective of the study, basic research questions, and significance of the study, limitation and Delimitation of the study. These second chapter dealt with the review of related literature. The third chapter dealt with research methodology and procedures of the study and the fourth chapter dealt with presentation and interpretations of data. Finally the fifth chapter provid summary, conclusions and recommendations of the study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Role of Education for Development

Education is recognized as an unchallengeable right for every person by the universal declaration of human rights in 1948. Article 26 stated that everyone has the right to education. Education shall be free at the elementary level and fundamental stages. Elementary education shall be compulsory. Thus, citizens of a country have the right to education and it is considered as an essential tool in achievement. The goals of education are equality, development and peace. Most countries recognize the importance of providing education to their citizens. In developing countries, however, many citizens haven't got even fundamental education which let them literate; be able to read, write and understand what is written (IIZ/DVV, June 2005).

Education could be conducted through different ways. The well-known ways are formal, non-formal and informal. Schools play an important role in human resources development. Human resources development is essentially the process of rising knowledge, developing skills and enhancing capacities of the people (Sodhi, 1985) as cited (Hildana G., 2014).

2.2. Adult Education

The concept of adult education tends to be thought of as an educational process for adults. However, this is not the sphere in which adult education acts. Education is for forming adults. Education is to become mature. This principle is valid in any stage of one's life. Education is the education of children, youth, adults and seniors with the

endless aim of forming a responsible being. Even though levels of responsibility may vary, what does not change is that the response must always be convincing and conveniently committed. When UNESCO works to achieve their objectives, which is international education for peace, it does so urging that this aim be taken seriously, maturely and as an adult throughout all stages of life and as each circumstance demands) (MOE, 2011).

For UNESCO there is not an educational process if there is not a slow acquiring of values that guarantee a peaceful coexistence. Adult education is synonymous with education in general. Both expressions—“adult education” and “education” by itself- indicate their goal: the appropriation of a spirit capable of transforming minds in any place and time. This offers a vision of the resolutions and decisions of UNESCO’s general conferences and Executive Board meetings on adult education from 1946 to 2005 (MOE, 2011).

2.3. Concepts of Literacy and Functional Adult Literacy Program

2.3.1. Literacy

In the history of adult literacy education there are competing ideas of what literacy is and what should be done about it. On this regard, (Juliet, et.al., 2007) described the idea of literacy as skills, as a task, as social practices and as critical reflection. The idea of “Literacy as skills underpins much traditional schooling purpose which is to read and write which often is called “Competency approaches” where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules.

According to the above authors: point of view , literacy as a task is another kind which also requires the written words and is considered essential for life and work (often called functional literacy) and it takes an important step toward focusing on application , not just possession , of skills.

The third view of "Literacy as practices" up holds literacy as "abroad range of continually evolving competencies and practices and it involves values, attitudes, and social relationships not just skills and activities. According to Juliet and others, different literacy practices are associated with different domains of life-home and family, school, the workplace, communities and shaped by "social" rules that regulate the use and distribution of texts prescribing who may produce and have access to them.

The last and more complex approach to literacy is the radical approach. This approach engages people in actively constructing his/her idea as a tool for change. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners to look beyond "reading the word" to " reading the world", which in turn, it supports learners to become actors in developing their own communities and societies (Juliet,et.al., 2007: 43 - 87).

Interestingly, UNESCO (2008) noted that literacy is not just the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world. It is not an end in itself, but a means of extending individual efforts towards education, involving overall inter-disciplinary responses to her/his problems. Literacy also leads to education which results to empowerment with acquisition of the

essential knowledge and skills capable of making individuals engage in activities they require for effective functioning in self, group and community improvement.

Hence, literacy helps to meet many of the practical needs of daily life and improving the standard of living by obtaining valuable printed information relating to health, sanitation, production, selection and preparation of food, childcare and home management, it increases economic status through engaging in vocations, which require knowledge of reading and writing.

2.3.2. The Concept of Functional Literacy

Understanding the concept of functional literacy is important because it provides the basis for understanding the IFAL program and the materials used in it. Functional literacy emphasizes economic development, modernization, and individual employability through literacy skill development. It defines literacy as a “set of skills that enables an individual to function better in the socio-economic ground” of their communities (Holme, 2004, p. 21). Becoming literate according to functional literacy means acquiring the basic level of literacy required to perform particular tasks that contribute to the economic development of one’s community (Hutton,B.(Ed.), 1992, p. 33)

AS Newsletter, printed by IIZ. DVV, 2000, No, 7:46 indicated that, as a reaction to the conventional literacy comes in to being. Functional means something which is relevant, meaningful and practical utility. FAL is a process of correlation development purposes with educational program and inputs. It is not merely a literacy program. It is functional education aiming at: knowledge, understanding, agricultural knowhow, farming skills, changes in attitudes and motivation for problem solutions. It is a means of developing the

total personality of the illiterates. It is a method of training and educating illiterate adults for development purposes, and literacy skills come only as a part of developing their general skills by increasing their communication skills.

(Davidson,K., 1990) has defined functional literacy as a built in mechanism which uses the participating techniques in dealing with identifiable groups. Such groups would need the skills of reading, writing and reckoning to enable them to perform effectively in their general life. By this definition functionally literate should be able to read write and understand simple statements relating to his/ her daily activities, work environment and community.

In the same vein; UNESCO (1978) has defined a functionality literate person as one who is able to engage in all those activities in which literacy is required for effective functioning of his/ her group and community. He or she should also continue to use reading, writing and arithmetical calculations for his own advancement and for the development of his community. According to Gray, a functionally literate person is one who “has acquired the knowledge and skills in reading and writing which enable him to engage in all those activities in which literacy is normally assumed in his culture or group” (Gray.W.S, 1990). Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income generating activities to facilitate the process of achieving a “fuller participation of adults in economic and civic life” (Hutton, 1992, p. 33).

Ferrier (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners. In this context functional literacy aims to promote the empowerment of the individual or groups for social, civic and economic roles. Functional literacy is, therefore, based on the learner's problems, interests and aspirations with the hope of finding solutions to them. Functional literacy integrates literacy with livelihood improvement programs which aim at promotion of people's political, social and economic empowerment which enables them to play a pivotal role to combat poverty.

2.3.3. Integrated Functional Adult Literacy

Developing the human capacity in general and the productive adult population in urban and rural Ethiopia in particular are necessary both to further these efforts and realize the development goals. Hence, it is essential to provide an Integrated Functional Adult Literacy (IFAL) program that is not only intimately related to daily life, health, income generation, productivity, etc, but also improve these and other aspects of life.

A national adult education strategy, based on the development packages referred to above, is now in place to help realize the national vision, enable the country to use its knowledge and skills, motivate it to continue to learn, and make informed decisions.. The national vision and adult education strategy are the basis of this curriculum framework.

According to MOE (2011) IFAL is not solely the acquisition of the 3Rs; rather IFAL is an approach, process, and activity where by adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them.

Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else. Collective and mutual learning is used for the solution of common problems; private knowledge, skill, experiences are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc.

2.4. The Historical Development of Adult Education in Ethiopia

Adult Education in Ethiopia is diversified and dynamic, changing with circumstances (Tilahun, 2011 cited Selamawit 2014), these diversified programs and practices have had their own impact on the structure organization and management of Adult Education in the country. Therefore, in order to have clear picture of it, it is important to take the different historical periods into account.

2.4.1 Adult Education Up to 1942

Education opportunities/provisions for adults have deep but discontinuous roots in Ethiopia. Ethiopia had indigenous NFAE practices long before the arrival of organized religion and western style modern formal education. Family and community problems, conflicts and common concerns have been resolved through meetings of elders. These fora afforded learning exercises, opportunities, and duties. The Borena of Oromiya for example still has a practice of educating their youth. Age cohorts of for example 16-31

and 32-40 are taken through different stages of education at the end of which they emerge able to assume different family and community adult roles.

The Ethiopian Orthodox Church (EOC) has been the organized provider of AE since King Ezana was taught Christianity and baptized around 330 AD. That event represents the first instance of an adult, a royal tutor, teaching another adult, the king. The action is NFAE in current parlance. (Sandhaas, 2009)

2.4.2 Adult Education Up to 1943 -1974

There have been many achievements in this period. In terms of AE, school principals took the initiative to offer evening classes beginning 1943 in AA. Already a community school in Tebasse Koso was offering day and evening classes (Pankhurst 1955). The then Ministry of Education and Fine Arts (MoEFA) sponsored and opened Berhaneh Zere New Institute, 1948-1978, (literally, your light is today), an adult evening school.

The University College of Addis Ababa accepted and recognized AE as field of provision when it opened evening classes both at degree and sub-degree levels in 1951-52. The schools, this Institute, and the University College of Addis Ababa, led part time formal adult evening learning at primary, secondary, and tertiary levels (Tilahun W. 1991) In (Selamawit 2014)

A second major AE development, which led to the participation of illiterate adults, occurred following a Public Notice by government on fundamental education/adult literacy in 1955. The Public Notice provided for:-

- ❖ All illiterate adults (18-50 years old) to become literate through their own efforts/arrangements;
- ❖ The literate community including all employers to assist in the drive; and The MoEFA to coordinate the efforts (Imperial Ethiopian Government 1948 EC).
- ❖ The increase in literacy activities such as organizing classes, mobilizing resources, learners, identifying teachers, getting books, followed which engaged many government and non-governmental organizations. To implement the Public Notice, the MoEFA opened two institutions to support the general area of AE/community development:
 - ❖ A Community Development Teacher Training School at DebreBerhan, and
 - ❖ A Community Development Workers' Training Centre at Majete (Pankhurst and Endreas 1958; MoEFA 1955; Maaza 1966). In which graduates were teamed up and deployed to rural communities. (Sandhaas, 2009)

The third development in this area was influenced by an external factor with a special bearing on functional literacy. The functional component of the literacy education program was introduced and strengthened by the arrival and implementation of the MoEFA/UNESCO/UNDP Work-Oriented Adult Literacy Project (WOALP) 1967-1973.

The government appointed a National Council of Adult Education chaired by the Prime Minister, and a director general for adult education and literacy in the MoEFA. A monthly Amharic paper, free for the neo-literates, was designed by the MoEFA (Andargachew 1973, cited by Selamawit 2014).

The MoNCD& SA was the second government agency charged with education of the larger community at its establishment in 1957. Among other education activities directed at adults, the new agency trained development officers at university level and village level workers at a newly established Community Development Centre at Awasa. These trained teams were assigned to selected urban and rural (agricultural) communities to promote self-help projects, cooperative development, better food and nutrition, cottage industries, and youth recreation clubs, women's programs (Andargachew 1973; Niehoff and Wilder 1974). The new ministry while advancing AE in broad terms, perhaps contributed to decline of MoEFA's interest in and responsibility for NFAE or otherwise. Broadly defined AE work as such fell between the cracks; it was neither in portfolio of the MoFEA nor in that of the MoNCD& SA until 1974.

In the 1960s agriculture extension service had the largest participation in terms of adult educators or extension workers and the people affected, though no one knows whether the former were trained in adult education approaches and methods. While the core of the program was agriculture, there were attempts to make it multi-disciplinary. There were efforts to integrate literacy, health, and family planning and home science. Agriculture agents were trained in agriculture higher education institutions in Alemaya, Ambo and Jimma. Part of the responsibility of the Ministry of Health, once Ministry of Public Health, was and still is to give health education and services to the public. In addition to hospitals where general health education is offered as a secondary activity by the health personnel, the Ministry instituted in the 1960s, two delivery mechanisms for health education and services: the Health Centre and the Malaria Eradication Services. Health Centers which had a physician or a health officer, a community nurse and a sanitarian

(the team was trained at the then Gonder Public Health) were meant to serve the community in basic maternal and child services, control of diseases, environmental sanitation, health education and medical care. The Malaria Eradication Services, a semi-government agency, gave mass education especially in the low land areas, about the spread, prevention, control, and treatment of malaria (Andargachew 1973; Niehoff and Wilder 1974) cited by Selamawit 2014)

2.4.3 Adult Education Up to 1974-1991

The government of this period made education a mass movement for national development within a Socialist framework. Soon after taking power in 1974, the government mobilized about 60,000 senior secondary school students and their teachers as well as students and staff of tertiary level education institutions for a two-year rural service program to organize rural communities to promote the new ideology and manage their affairs. The Department of Adult Education was strengthened and its role expanded. It became the Department of Adult and Continuing Education. The National Literacy Campaign (NLC) 1979-1991 became the flagship of the government and Adult literacy rate was reported at 75% ten years after its launch, (NLCCC Meskerem 1972; Tilahun W. 1989; Tilahun S. 1994) in Sandhaas 2009.

As indicated in (Sandhaas, 2009) the National Literacy Campaign (NLC) was driven by neither a specific policy nor a proclamation, but by a number of directives executed to the spirit and letter by the lowest level of administrative unit (Kebele). The NLC laid the foundation for the use of more than 13 indigenous languages as media of

literacy and primary instruction as well as the writing of teaching materials in these to reach the linguistically diverse populations.

The NLC was one of the reasons for the establishment of an organizational/administrative structure going down to the Kebele, and the subsequent formalization of decentralization and deconcentration of education responsibility to lower units, weredas and Kebeles (Sandhaas, 2009).

Though the NLC had constraints, in terms of broader Adult Education it (1) demonstrated much can be done with political commitment and with no written policy; (2) created incalculable awareness, social, political, and economic among the people which itself is AE; (3) laid a solid foundation for literacy work as well as for general adult education in the later years; and (4) created a national awareness of the scope, significance and magnitude of illiteracy in Ethiopia and the measures taken to fight it (NLCCC Meskerem 1972; Tilahun W. 1989) in (Sandhaas 2009).

Other developments of the period in putting the broad area of AE at the service of the all Ethiopia were the establishment of Basic Development Centers, over 400 Community Skill Training Centers (CSTCs), farmers training centers, the Agrafa Multi-Purpose Farmers' Training Institute in Bale, now an agriculture TVET, training about 2000-4000 farmers annually, the Management Institute, the Ardayta Farmers Management Institute in Arsi, all still active in one form or another, the Yekatit Political Education Institute in Addis Ababa with a branch in Gonder, the establishment in Bahir Dar of the first national program to train adult educators (1980-1995), placing AE as an agenda on MoEFA meetings and annual conferences, the introduction of weekly, subsequently monthly,

political discussions in all organizations with ten or more employees, and similar but quarterly activity at kebeles (various MoEFA documents). In terms of the volume of attention, work, and money and participation, this period was the zenith of AE, or at least limited components of it.

The government of the time issued several sectorial proclamations to reorganize life and development in Ethiopia with enabling clauses for AE activities, adult basic education included. To conclude, this government made AE a mass movement for national development; had the clearest political commitment for adult basic education and the drive for the literacy took center stage; AE was conceived and operational zed broadly during this period; and obviously, AE was largely funded and managed by the government. In short, this government came closest to operational zing the hullumyimar‘(education for all) motto of Menilik II and his predecessors.

In general, Adult Education in the pre-1974 times predominantly meant, and still means, traditional literacy, adult literacy or functional literacy. The period 1974 – 1991 was a period of mass adult education under the Ministry of education expanded to include new elements like skills training, ideological/political education, evening and distance learning, in-service teacher education. The general and prevailing Diversification of Adult Education programs, linkage between Adult Education and primary schools, networking government institutions, NGOs and other agencies working on Adult Education were raised as concerns of adult education research in Ethiopia. (Tilahun, 2011). Cited by Mohammed 2013)

2.4.4 Adult Education Since 1991

Since 1991, with the change of new government Ethiopia has a federal government consisting of nine regional states and two City administrations. Each regional state has its own constitution. Regional states have considerable authority and responsibility which they exercise and discharge through councils at regional, zonal (in some cases), woreda and kebele levels. There are over 720 woredas and close to 18,000 kebeles. ; (Tilahun W. 1989; Tilahun S. 1994) in Sandhaas 2009.

Under the federal system of government, education is a shared responsibility of the federal, regional state and woreda governments. The relationship between the federal and regional state governments is not hierarchical. Accordingly the Ministry of Education (MoE) has no direct and line authority over the Regional Education Bureaus (REBs). It has the responsibility of initiating and enforcing policy matters and promulgating laws to be implemented by sector offices in the regions. (Sandhaas, 2009)

The twenty-year Education and Training Policy consists of rolling five-year Education Sector Development Programs, started in 1997, to meet the Education for All (EFA) and Millennium Development Goals (MDGs) by 2015. Education Sector Development Plans I, II, III have already been developed and implemented and ESDP IV is under implementation. (Sandhaas, 2009)

Bearing in mind the close and dynamic relationship between the federal and regional state governments the following roles and responsibilities for adult education can be identified. (Focus on Adult Education newsletter No. 18/19 2006) (Cited Haimanot Y. 2014).

At federal level the MoE's roles include: Determining country-wide goals , Formulating policy guidelines , Networking and co-ordination with other stakeholders in adult education, Liaising with Regions regarding the planning of adult education , Regulation of adult education providers, Overall supervision, monitoring, evaluation and quality assurance of adult education provision, Accreditation of learning within adult education programs and Research, documentation and dissemination of research findings. (Sandhaas, 2009)

At regional level the REBs' roles include: Specification of regional priorities , Identifying organizations and agencies to participate in implementing adult education in the region and making formal arrangements to enable them to do so , Providing guidelines for adult education planning and implementation in the region, Ensuring the integration of adult education in regional plans and budgets, Ensuring the development of appropriate curricula and materials for adult education in regional languages, Building capacity for adult education at various levels through training and in other ways, Mobilizing resources for adult education work in the region, Supervising and monitoring the implementation of adult education programs. (Sandhaas, 2009)

The roles of zones include: Serving as a link between the region and the woredas , promoting and coordinating the provision by different stakeholders in the woredas and helping the Region to provide the woredas with services.

The roles of woredas include: Identification of woreda priorities in relation to regional goals, planning for adult education and ensuring that it is integrated into woreda plans and budgets, mobilizing additional services for adult education, ensuring the

implementation of adult education programs that respond to the needs and demands of the local population and Supervising and monitoring the implementation of adult education programs in the local communities, the roles of kebeles include: co-ordination of services to support implementation of programs, Identification of locals learning needs and demands, assisting with the recruitment and enrolment of learners. (Sandhaas, 2009)

2.5Adult Literacy Programs and Development

Development can be embedded within the socio-cultural, political, religious and economic aspects of the society. Development can be human development, economic development, and social development especially in a world divided into developed and developing countries. It has frequently been argued that improvement in literacy levels is a positive indicator of development. For example, ‘literacy is an important development tool and everything depends upon how it is used’ (Phillips 1970:49). Socio-culturally, Nyerere (1974: 26) writing in the context of Tanzania, and Africa in general, states that ‘development means the development of people, Roads, buildings, the increases in crop output, and other things of this nature are not development; they are only tools of development’.

According to Esteva (1992:13) development ‘can be social, cultural or economic’. In writing about economic development, growth and welfare, Smith (1994: 14-15) indicates that development can be ‘linked to improvements in the quality of life. Such improvements can be better living conditions, health care, improved diets, increased literacy and lower infant mortality rates’. Social theorists like Openjuru (2004a: 11) state that development is about the general improvement in economic, social and political conditions of the whole society in terms of reduction or elimination of poverty,

inequality, injustice, insecurity, ecological imbalance, and unemployment within the context of a growing economy. This socio-cultural view to development takes into account the individuals, their social practices and how they are able to use these practices to impact on their circumstances. (Stephen R. 2010).

2.6 Literacy for Economic Development

The economic returns to education have been extensively studied, especially in terms of increased individual income and economic growth.

Education has been consistently shown to be a major determinant of individual income, alongside professional experience. While the number of years of schooling remains the most frequently used variable, recent studies tend also to use assessments of cognitive skills, typically literacy and numeracy test scores. These studies show that literacy has a positive impact on earnings, beyond the impact of the quantity of schooling; studies of the impact of adult literacy programs are much rarer, however. The relationship between educational expansion and economic growth in the aggregate has proven surprisingly difficult to establish, for several reasons. (Okech, 2009)

Thus, while there is evidence relating literacy and education to economic growth, the mechanisms are not well explained. Today the contribution of education to economic efficiency lies to some extent in the very nature of the growth process, in which new technology and skilled labour complement each other. Economies are increasingly based on knowledge and less on physical capital or natural resources, and knowledge is characterized by strong network effects. The more people with access to knowledge, the greater its likely economic benefits. (Okech, 2009)

2.7 Literacy and Social Development

The extent to which a community uses literacy as an integral part of life varies greatly depending on the local, national and the international contexts. In the case of many traditional communities, written documents play a very small part in social organization or activity. There are also many communities, particularly those linked closely with markets, who need numeracy more than writing. Thus regardless of whether or not communities are predominantly literate, they should be given the opportunity to bring into any literacy situation their own knowledge and their own way of constructing reality. Literacy is more than just reading and writing. There is a mistaken but common belief that being able to read and write in itself is the key to all progress. The ability to participate in politics, for example, does not necessarily require the mastery of reading and writing. Rather it demands being part of a literate community and engaging in a debate with that community. (UNESCO 1997).

It may also be a mistake to think that rationality is bound up with writing and reading. Among the ancient Greeks there were few people who could read and write. Their real pride lay in the fact that they could think, argue, debate with each other, and honour rules of procedure which allowed other people to express their points of view. There is therefore a need to rethink the concept of literacy as embedded in social practice. ((UNESCO 1997).

Reading and writing become a meaningful and important part of the dynamics of a specific community or society when people acquire these competencies and are part of an institutional environment which promotes their use, whether it be for highly personal

reasons such as writing letters to friends or in more formal situations, such as when dealing with legal matters. (UNESCO 1997).

Literacy work with illiterate communities in India shows that women in these communities need numeracy more than reading and writing skills in order deal with authorities. They have developed skills in order to deal with authorities. They have developed intricate methods of keeping accounts, using embroidery stitches to record relevant information. (Okech, 2009)

2.8. Assessment of adult learners' performance

Assessment is an essential tool for checking the understanding of the learners and it gives feedback to the facilitators about the skills of the learners. In relation to the uses of assessment, Jarvis (2004) stated as “Assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon.

Assessment is a diagnostic tool. In FAL, this includes not only testing, grading and promotion, but also reviewing and checking of contents and very importantly, the satisfaction of the participants.

Assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners' attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself (Jarvis, 2004).

In reference to the required literacy competencies, the aspects to be assessed are first of all the 3RS that is the ability to read, write and calculate using arithmetic operation (on

the side of the learners). In FAL, the other two more skill has major impotence. That is the ability to apply literacy skills and livelihood skills (Knowledge, skills and attitude) in daily life (functionality). The increasing reasoning capacity, motivation and self-confidence in daily life activities of the learners including learning, their involvement in community and the real changes and improvements from the ultimate goals of FAL should also be assessed.

2.9. Rationale, Objective and Benefit of Integrated Functional Adult Literacy

The comprehensive rationale, objectives and benefits of adult literacy programs were presented under this title as discussed below.

Integrated Functional adult literacy is a process leading to mastery of writing, reading and arithmetic (3Rs); encouraging Voluntary participation of adults; introducing new work practices/culture for improved health as well as economic and social life; deepening attitudinal change; enriching knowledge and skills; and developing human and material values to overcome poverty.(MoE, 2011).Teaching literacy is to be accompanied by learning technical knowledge like in agriculture, health, and income generating activities to facilitate the process of achieving a “fuller participation of adults in economic and civic life” (Hutton, 1992, p. 33).

It tries to find to link writing, reading and numeracy skills to livelihoods and skills training in areas such as agriculture, health, civic, cultural education, etc. Such an approach requires delivery by various governmental and non-governmental service providers in multiple settings and also ensures that literacy skills development is meaningful to the learners. Many examples establishing such linkages already exist in

Ethiopia, for example the basic skills/vocational training programs for youth and adults that are based on market demand in specific localities and that are linked to integrated IFAL activities and to income generating and business opportunities.(MoE, 2011).

Integrated functional adult literacy (IFAL) program that is not only intimately related to daily life, health, income generation, productivity, etc, but also improves these and other aspects of life.

IFAL is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them. Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else.

In relation to this, there is several purpose of functional adult literacy. These are: functional adult literacy contributes to economic empowerment particularly by enabling women to make their goods more effectively and that enables them to plan and implement income generation. In the social dimension, proper decision making procures promoted by FAL lead to better social welfare. Educationally and socially empowered communities are seen to participate more effectively in poverty reduction. There is evidence that better family care resulting from FAL leads to better health, better health seeking and that parents take greater care for their children's schooling. FAL can promote universal primary education (UPE). In political dimension, socially empowered people can participate more effectively in managing society. (Okech (2009)

2.9.1. Objectives of functional adult literacy

Functional Adult Literacy program aims at initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills that can help adults to fight against poverty. This objective must be achieved through a need based dynamic, integrated and sustainable learning environment. Functional adult literacy leads to empowerment as far as literacy serves adult learners to ask questions about the life situations, problems and as it serves them to search for informed decisions and actions that help for fighting the root causes of poverty for them (Okech, 2009).

The specific objectives of functional adult literacy are to enable informed decisions in daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning. The functional adult literacy program is planned to introduce all elements of learning contents through learner-centered and problem solving approach with special emphasis to solve problems and increase the productivity of the community. In this way, adult learners learn to identify their common problems and try to find solutions for those problems that decreased their productivity and hindered their achievement of better livelihood. The aims of functional adult literacy program include teaching illiterate men and women basic literacy and numeracy as related to agriculture, health, environment etc. To help them apply these skills and knowledge to solve their basic economic, social and cultural problems (Okech, 2007).

Okech(2004: pp 4-5) also stated that the Uganda's government gives the following objectives for integrated functional adult literacy program. These are:-

- ❖ To encourage the acquisition of knowledge, skills and attitudes in reading and writing and numeracy based on the needs and problems of the learners and their community.
- ❖ To create awareness among learners concerning the causes and possible solutions of their problems.
- ❖ To enable learners to actively participate in their personal development and that of their communities and to improve the quality of life.
- ❖ To provide integrated ,functional, non-formal basic educational to learners through a problem solving approach
- ❖ To promote the appreciation and enjoyment of the benefits and opportunities acquired through the mastery of reading, writing and numeracy

2.9.2. Benefits of integrated functional adult literacy

Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society. Adult education is founded on the needs of the beneficiaries and requires multi-sectorial activities. Adult will be encouraged to learn, only if they find the program related to their life, which is problem-solving and brings about a change in their life style. In this regard, it was described that the rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely recognized that, in modern societies,

literacy skills are fundamental to informed decision making, personal empowerment, active and passive participation in local and global social community (Stromquist, 2005).

On the contrary, the traditional approach of literacy failed in many places in the world because adult learners lacked internal motivation. Traditional basic literacy dominated programs usually show some undesired outcomes, especially that the participants pass literacy tests but they stop reading, writing and calculation immediately after. One of the reasons is the lack of meaningful materials to read, write and count in the national or local language, the unavailability or non-affordability of reading materials and the lack of enough proficiency. After that, participants can not apply basic literacy in daily life. A lack of functional knowledge and the separation of learning contents from daily life result in learners who are unable to write meaningful messages. They do not also read and understand letters and instructions properly. These lead to poor motivation to continue their learning (Robinson, 2005). Reviewing the objectives of functional adult literacy enables the researcher to understand why IFAL is taking place and help to see the activities that are taking place in line with the objectives formulated ahead.

2.10. Economic Benefits of Adult Education

Adult learning can improve employability and income, which is a key pathway to realizing a range of other benefits. For example it enables people to some extent, to choose and shape the context in which they live and work and even increase their social status. The existing studies focus on the economic return to work-based training and to employer provided training, which indicates that this can have significant impact on

earning and the employment situation of individuals, for example reduce the risk of unemployment.

In particular, individuals less likely to be in employment (migrants, women from ethnic minorities, etc.) may benefit economically from their participation in Adult Education.

In regard to employment opportunities it was found that adult and further learning significantly reduces the risk of unemployment (Sabates, 2007) Also Jerkins et al. (2003 in Ferrer and Riddel, 2010) analyzed the impact of education on employment and wages and their findings revealed that episodes of Adult Education, in particular vocational training, have positive effects on employment (but limited effects on wages).

2.11. Social and Economic Impact

Social and economic impacts are vital impact expected to gain through adult literacy. The social benefit mainly refers to the processes between people that establish networks, norms and social trust that facilitates co-ordination and co-operation for mutual benefit, leading to reciprocity and the achievement of mutual goals. The definition of social benefit of literacy is complex. Therefore it is believed as a mutually reinforcing ties or potentially binding shackles in some circumstances and for some groups in society. In addition, researchers have highlighted the difficulty in isolating social benefits as a prime determinant of change in the adult learners because it is so inextricably bound up in a complex nexus of other socio-economic factors that individually and collectively impact on the lives of adults. It is broadly accepted that there is association between social and economic impact and participation in learning, and on the whole, this association is deemed to be a positive one because strong social networks seem to enhance participation in learning. (Robyn H., Jackie H,2005).

In Nigeria, Okedara (1981) studied the impact of literacy education in Ibadan. The findings of the study revealed that the literacy program helped the participants to understand better their communities, increase their ability to perform their job efficiently, enhance their communication skills, and perform better their domestic activities and helped to become more involved in social activities.

Beder (1999) investigated the outcomes/changes in learners and wider social changes associated with adult literacy education in America. Twenty- three studies were examined for outcomes and impacts. The evidence was weighed up according to the amount of convergence/divergence of findings and the credibility of the individual studies. The study showed both human capital objective and learners personal goal could be achieved through adult literacy. In general, participants in adult literacy education receive gains in employment; they believe that their jobs improve over time. Also the study found that the participation in adult literacy education is likely to result in earnings gains and has apposite influence on continued education.

The main aspects of social benefit that are linked to higher levels of literacy are increased social and community participation. Participation in adult literacy programs is supposed to lead an increase in social and community participation Rees et al .(2000) evaluated the adult participation in learning and suggested that developing an identity as a learner is shaped by the complex interaction of a number of factors that relate to the social, because learning is essentially a social activity. Barton et al.(2000) studied on the social impact of adult literacy and described that social impact of literacy is processes between people that establish networks, norms and social trust that facilitate co-

ordination and co-operation for mutual benefit, leading to reciprocity and the achievement for mutual goals.

Adult education in men and women of Britain as well as studies on the adult education participation in North America also showed that, social benefits of literacy is processes between people that establish networks, norms and social trust that facilitate coordination and co-operation for mutual benefit, leading to reciprocity and the achievement of mutual goals.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Method

The Purpose of this study was to assess the adult learners' perception on social and economic benefits of IFAL Program; the case of Akaki Kaliry sub city Woreda one. Mixed methods of research were employed. Mixed methods research is an approach to inquiry that combining or associates both qualitative and quantitative forms. Combining qualitative and quantitative method seems better to reduce the limitation of a single method. Combining qualitative and quantitative method sounds like good ideas using multiple approaches can capitalize on the strengths of each approach and offset their different weakness. It could also provide more comprehensive answers to research question approach(Spratt, Walker &Robinson,2004) in addition, regarding the advantage of mixed method, Creswell(2009) stated that, researchers may first survey and large number of individuals and there follow up with a few participants to obtain their specific language and voices to about the topic. In these situations, collecting both closed-ended and open-ended questions show advantages.

3.2. Data Source

To get valid and reliable information, the uses of appropriate data sources were vital. Therefore, two sources of data (primary and secondary) sources of data were employed for this study. Primary sources used to get first-hand information concerning on the assessment of adult learners perception on social and economic benefits of integrated Functional adult literacy program in the area under study. Accordingly, IFAL program Implementers and participants such as (IFAL learners, facilitators, coordinator, Akaki

Kality Sub city Adult education focal persons, woreda educational supervisors, woreda educational experts) and Secondary sources of data used to compare it with the primary data and strengthen the data from primary sources. Hence, documents such as statistical annual abstract, reports from Akaki Kality Sub city Woreda educational Bureau IFAL centers records, related researches, relevant books, etc. Secondary data were used to compare with the primary data and to strengthen the data from primary source.

3.3. Data Collection Instruments

Instruments that used for data collection in this study were; questionnaire, interviews and document analysis. Using these instruments both quantitative and qualitative data were collected. The analysis and interpretation could be made based on the information collected.

3.3.1. Questionnaire

Questionnaire is widely used in educational research to obtain information about certain conditions and practices, and inquire into opinions and attitudes of individuals or groups (Best, 2004). With regard to this, two sets of questions were prepared to collect data from groups of respondents both facilitators, coordinators and learners. In this study questionnaires were used to collect information about the assessment of adult learners' perception on social and economic benefits of integrated Functional adult literacy program. The questionnaires were prepared to Coordinators, Facilitators, supervisor and IFAL Learners of woreda one. The questionnaires were contained mainly close ended items. Depending upon the type of question items were choice questions. Generally 73 copies of questionnaires were distributed to be filled by IFAL learners, Facilitators and coordinators. All of the questionnaire were filled and returned and the questionnaire

which distributed for each group of respondents was similar with some difference to gain all the possible information from the respondents.

3.3.2 Interview

Interview: Semi-structured interview was employed to collect factual and detail information from Akaki Kaliti Sub city Adult educational supervisor and Woreda educational supervisor. Since the main purpose of interview was to get additional information from responsible bodies, the key content of the questionnaires were included in the interview questions in order to supplement questionnaires responses.

3.3.3 Document Analysis

Document analysis: Different available document which are related with the subject was used to obtain relevant information of the study. Document was used from Akaki Kaliti Sub city educational office, annual abstracts and directives. These documents were used to assess the social and economic improvement of IFAL learners from the Woreda educational office. Statically data reports, minutes and also IFAL centers records were instigated.

3.4. Population Size and Sampling Techniques

In this study, the researcher used six IFAL centers that are found in Akaki Kaliti sub city at worda one. Six centers were chosen by purposive sampling method. The IFAL centers are placed within primary schools and some of the centers are 'Eder' house which found in selected woreda. Hence, the following six IFAL centers were used as sampling frame such as: Fitawrari Abayineh primary School; Akaki Beru Tesfa primary School; Ababora Eder house; Twines kindergarten (KG), Ketena Amist Shemachoch and Ajip Eder house.

Then, out of the existing 12 IFAE facilitators, ten (10) of them were selected as a subject of the study. Moreover, three (3) coordinators of the IFAE program, one woreda educational supervisors, and one IFAE supervisors from sub city Educational Bureau were also included by using purposive sampling technique. The total numbers of IFAE learners who attend the program in six IFAL centers of the woreda were 195. Out of this population, 60 IFAE learners were included through stratified sampling technique. Totally, 75 subjects were included in this study.

3.5. Ethical Consideration

In order to have respondents' genuine responses and to make them free, possible emphasis had been given to the ethical issues. These include the following enough information provided to the participants of the research regarding the objective and nature of study. Participants of the research have been told about the confidentiality of their response and there would also be considering of their permission. The review literature acknowledged accordingly. The name of respondents didn't mention in the research.

3.6. Pilot Test of the Study

To analyze Adult learners' perception on social and economic benefits of IFALP. The researcher administered pilot study test in Akaki kality sub city woreda two in the two IFAL centers located. The pilot test included facilitators of the program as well as the learners of the program. The purpose of the pilot test was to test the validity and reliability of the instruments. In other words it was done with the objective of checking whether or not the items contained in the instrument could enable the researcher together relevant information. And to check the appropriateness of the item in the data collection

process so that it is possible to make the necessary correction based on the feedback so as to obtain from the respondents of the pilot test. And then questions which were ambiguous and not clear, for example question number 2, 13, 16 and 22 were discarded. The instrument for pilot test was prepared in a five Likert Scale point: strongly agree(5), Agree (4), undecided (3), disagree (2), strongly disagree (1) Then the reliability coefficient of the scale was computed and found to be Cronbach alpha of 0.70 which was good for further data collection activities (Yalew 1998). To finish, after the various methods of screening and validations, the instrument was considered satisfactory to be used for the main study.

3.7. Procedure of Data Collection

The questionnaire and interview were primarily prepared in English language then translated into Amharic, to avoid communication barriers on the one hand, and to make respondents free and confident to react to the questions on the other hand.

Lastly, the two parts of questionnaires were distributed to the respondents of the study by the researcher and with the help of IFAL facilitators. During the data distribution and collection process, the researcher made a continuous follow up in collaboration with this assistance to closely supervise and give orientation how the questionnaire filed and its general objective. After a long and serious follow up the distributed questionnaires were collected and the interviews were ready for the next process.

3.8. Methods of Data Organization and Analysis.

To analyze and interpret the collected data an integration of the qualitative and quantitative data analysis were employed. Data analysis refers to the method by which

the data collected through one or more of data collecting instruments have been properly edited and then organized in the forms of tables or charts and analyzed by applying various well defined statistical formula based on the computation of various percentage, derivatives, coefficients, etc (Kothari,2004).In this study the response that had obtained from questionnaire, interview, and document analysis had been organized, summarized and analyzed qualitatively and quantitatively. To analyze the quantitative data for example, the data gathered through close- ended questions were first presented in the tables and statistically analyzed using frequency and percentage on the other hand, the data gathered using interview and document analysis questions were analyzed in narrative description way. This would be made because of the belief that the Information collected can be more clearly analyzed.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETION OF DATA

As indicated in the first chapter the general objective of this study was to assess the adult learners' perception on social economic benefits of IFALP in Akaki Kality sub city Woreda one. So in this chapter, the data gathered by using various tools were presented, analyzed and interpreted.

The researcher dealt with the presentation and analysis of the data gathered from IFALP program learners, facilitators, coordinators, supervisor and sub city focal person. Different tools were used to gather the data: a questionnaire and interview guide questions. Thirty copies of the questionnaire consisting of close- ended items were distributed to the selected facilitators and center coordinators and sixty copies of the questionnaire which consist of close- ended items were distributed to the selected learner of IFALP. All copies were properly filled and returned.

4.1. Background Characteristics of Respondents

The questionnaires were distributed to the students who were participants of integrated functional adult literacy program. It had three major parts. The first part of the questionnaire was about the program assessment, the second part was assessment on social change of learner, and the third part was economic change of learner. It was presented quantitatively and qualitatively.

This part dealt with the background information and variables of the target population. So, it includes sex, age, marital status and educational status of the respondents. The data against each of these variables are treated in the following tables.

Table 1 : Background Characteristics of Respondents

No	Character of respondents		IFAL facilitators		IFAL coordinators		Supervisor		IFAL learner	
			N	%	N	%	N	%	N	%
1	Sex	M	1	10	1	3.33	1	50	11	18.3
		F	9	90	2	6.66	1	50	49	81.6
		T	10	100	3	100	2	100	60	100
2	Age	below 20	-		-		-		10	16.6
		21-30					-		15	25
		31-40							20	33.3
		41 above	-		-		-		15	25
3	Marital status	Single	-		-		-		19	31.6
		Married	-		-		-		36	60
		Divorced	-		-		-		5	8.33
4	Educational status	Didn't learn Before IFALP	-		-				19	31.6
		Withdraw	-		-				41	68.3
		10-12	5	50	-					
		Certificate	2	20	-					
		Diploma	3	30	1	33.3				
		Degree	-		2	66.6				

As indicated in table 1 above, 1 (10%), 1 (33.3%), and 11 (18.3%) of the respondent facilitators, coordinators and IFAE learners respectively were males whereas 9 (90%), 2 (66.6%), 1 (100%), and 49 (81.6%) of the respondents facilitators, coordinators, woreda education supervisors and IFAE learners were females. Out the total number of 75 (100%) respondents, 61 (82.4%) are females.

This suggests that there have been more female facilitators and learners than male facilitators and learners at the target areas of woreda one in Akaki Kality Sub-city. Therefore, the woreda adult education focal persons play a significant role in case of creating awareness on the community to participate female students in the integrated functional adult literacy program.

Out of the total sample learners 10(16.6 %) of the respondents are under the age group below 20years, 15 (25%) of the respondent under the age group of 21-30 and 20 (33.3%) of the total sample learners are under age group 31-40 and the rest 15(25%) of the total learners are whose age are above 40. This means the highest numbers of IFAL learners are at the age group of below 40 years.

It is the most active, and productive age level of ones. This clearly implies that the IFAL program can be very helpful and useful to the social and economic conditions of the majority and the most active learners at the target area provided the IFAL program is successfully accomplished.

Concerning respondents educational status, 19 (31.6%), of respondents hadn't learn before the IFAL program 41(68.3%) respondents withdrew before they started this programs and 5 (50%), 2(20%), 3(30%) of the facilitators were grade 10 and 12 complete, 10+1 complete (TTI)and diploma graduate respectively.

This implies that the qualifications of the facilitators are in line with the IFAL guideline which says they should at least be grade 10 complete. Moreover,1(33.3%) and 2 (66.6%) of the respondent woreda education supervisors and IFAL coordinators have diploma and bachelor degree respectively.

In addition, 19 (31.6%), of the respondents were single 36(60%), of the respondents married 5(8.33%) the respondents of IFAL learners marital status divorced. From this the majority of the learners (morethan60 %) of them single; it indicates an appropriate condition for the majority of the learners' since they don't have family responsibility.

4.2. Issue Related the IFAL Program Assessment

Assessment has different benefits. One of its uses is to maintain standards. It is also used to provide evidence of learners' attainment and as such provides evidence that they may progress to either another stage in their educational career or they may enter the career itself (Jarvis, 2004).

In reference to the required literacy competencies, the aspects to be assessed are first of all the 3RS that is the ability to read, write and calculate using arithmetic operation (on the side of the learners). In IFAL, the other two more skill has major importance. That is the ability to apply literacy skills and livelihood skills (Knowledge, skills and attitude) in daily life (functionality). The increasing reasoning capacity, motivation and self-confidence in daily life activities of the learners including learning, their involvement in community and the real changes and improvements from the ultimate goals of IFAL should also be assessed.(Jarvis, 2004).

Table 2 : Students response based on IFALP assessment

No	Item	Yes		No	
		No	%	No	%
1	Awareness of the IFAL program	60	100	-	-
2	Devotion in attending the program	52	87	8	13
3	Lessons relation with daily life of learner	60	100		
4	Assessment of the program	29	48	31	52

As indicated in the above table 2, item 1, 60(100%) of integrated functional adult literacy learner responded yes, so they have well awareness of the IFAL program. Based on item 2, 52(87%) of respondents said yes; that indicates the learners are

devoted in attending the literacy skill program, whereas 8 (13%) of the respondents said no. This indicates that learners don't have devotion in attending IFAL program.

Concerning on item 3, 60(100%) of respondents responded the integrated functional adult literacy program lessons are related with the daily life of learners. Moreover 29(48%) of participant said the program was assessed; and 31(52%) of the participants were responded the IFAL program was not continuously assessed.

Assessment is very important for the learners as well as for teachers because the former also become aware of what they know and what they do not know or what they can do acceptable and what they need to improve upon. Assessment is also a diagnostic tool. In FAL, this includes not only testing, grading and promotion, but also reviewing and checking of contents and very importantly, the satisfaction of the participants. Jarvis (2004)

According to the response of learners, and the point which is raised in the above the researcher interpreted as follow; all of the IFAL learners were well aware of the program and most of them were devoted in attending the program. Moreover the lessons which they were learning was prepared based on the need of the adults. Therefore; lessons are related with the daily life of the learners. To see students progressive change assessment is one of the tool which is used to understand the learner theoretical and practical change having this, according to the large number respondent the programs is not assessed and follow up continuously to see their change.

4.3. Issue Related to Economic Benefits

Table 3: Students response based on assessment of economic change

No	Item	Yes		No	
		No	%	No	%
1	Literacy skill enhance saving habit	56	93.3	4	6.6
2	Literacy skills enhance you as input for your success	57	95	3	5
3	Participate the policy that affect economy of your community	31	52	29	48

As it can be seen in the above table 3, item 1, based on assessment of economic change 56 (93.3%) of the respondents responded that the literacy skill help them to enhance saving habit, and 4(6.6%) of them responded that the literacy skill didn't help them to develop saving habit.

Concerning item 2, 57(95%) of learners responded literacy skill enhance them as input for the success although 3(5%) of the respondents said that it was not an input for their success.

Regarding item 3, 31(52%) of the respondent said that the IFAL program enhance to participate the policy that affect economy of the community, in contrast to 29(48%) of the participants responded IFAL program did not enhance them to participate the policy that affect economy of their community.

While there is evidence relating literacy and education to economic growth, the mechanisms are not well explained. Today the contribution of education to economic effectiveness lies to some extent in the very nature of the growth process, in which new technology and skilled labor complement each other. Economies are increasingly based on knowledge and less on physical capital or natural resources, and knowledge is

characterized by strong network effects. The more people with access to knowledge, the greater its likely economic benefits. Narayan, D. (Ed.). (2002),

Based on the above points those students who attend this program mostly benefited because of literacy education contribute a great on economic change, based on the knowledge the learners improving their saving habits and literacy skill used as input for their success even though some of the learners were not able to be beneficial participating in the policy that affect the economy of their community.

4.4. Issue related social change of learner

Table 4 : Students response based on assessment of social change

No	Item	Yes		No	
		No	%	No	%
1	Literacy skills sensitize you to cooperate in the community	60	100	-	-
2	The capability of solving social problem	41	68.3	19	31.66
3	Literacy skills increase accountability to the community	54	90	6	10
4	Develop skill to living together in peace and harmony	60	100	-	-
5	Literacy skill enhance you to preserve good culture of the community	60	100	-	-
6	Literacy skill enhance you to remove harmful culture of the community	60	100	-	-

As indicated the above table 4, item 1, students response concerning of an assessment of social change 60(100%) of the integrated functional adult literacy learners responded that literacy skill sensitize them to cooperate in the community.

Based on item 2, 41(68.3) or most of the respondents said literacy skill used them to have the capability of solving social problem, 19(31.6) of the participant said that it didn't used to have the capability of solving social problem.

As seen in item 3, most of the respondents 54 (90%) of the respondent responded literacy skill increase their accountability in the community then 6 (10%) of them wasn't increase skill of accountability to the community. In the item four 60 (100%) of them responded literacy skill develop skill to living together in peace and harmony.

Concerning question five and six 60 (100%) the integrated functional adult literacy learner responded that literacy program enhances them to preserve good culture of the community and remove harmful culture of the community respectively.

The answers which were given by the participants based on assessment of social change were concluded as follows: as they had said, literacy skills sensitize them to cooperate with the community and it also helps them to have a capability to solve social problems and being accountable to the problem that happened on the community even though some of the integrated functional adult literacy learners lack capability of solving social problem. In addition to this the literacy skill programs develop the learner leaving together in peace and harmony. Moreover it also enhances them to preserve and continue good culture of the community and to remove the harmful culture of the community.

4.5 Issue on Economic and Social Assessment

Table 5: Students' response based on social and economic change

No	Item	V. high		High		Low	
		No	%	No	%	No	%
1	How much the literacy skill enhance you to generate income	13	21.66	43	71.66	4	6.66
2	How much it makes you successful	24	40	34	57	2	3
3	How much the IFAL program enable you to participate decision making that affect the community life	15	25	35	58.33	10	16.66

As indicated in the above table item 1, students response based on social and economic change 13 (21.66%) ,43 (71.66%) and 4(6.66%) of respondent said very high, high and low respectively literacy skill enhance them to generate income. And the second item 24(40%), 34 (57%) and 2 (3) of them responded very high, high and low respectively literacy skill makes them successful.

Concerning on item 3 on the above table 15 (25%) of the IFAL program learners responded very highly the IFAL program enables them to participate on decision making that affect the community life, and 35(58.33%) of respondents said highly enable them on decision making, then 10 (16.66%) of the respondents responded low.

In its original formulation, functional literacy is not restricted to reading, writing and arithmetic. It should also contribute to the preparation of the individual for social, civic and economic roles (Dorvlo, 1992). Hagar (1992) has stressed that functional literacy aims to promote a holistic approach to development with man as a whole person in the center. Freire (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners.

According to the above points data analysis the researcher concluded that literacy skills used not only reading writing it also help the learners to generate the income and become successful in economy with in some difficulties. Besides of this it also enable the learner to participate in decision making that affect their life and the communities as well.

4.6. Facilitator and coordinators response

Table 6: Respondent facilitators and coordinators concerning in the IFAL program assessment.

Item	Strongly agree		Agree		Undecided		Disagree		S.disagree		Sum
	No	%	N	%	No	%	No	%	No	%	
Awareness of the IFAL program	8	62	5	38	-	-	-	-	-	-	60
Devotion on attending the program	8	62	5	38	-	-	-	-	-	-	60
Lessons relation with daily life of the learner	13	100	-	-	-	-	-	-	-	-	65
Assessment of the program	8	62	5	38	-	-	-	-	-	-	60
The role of nongovernmental organizations in the woreda	5	38	6	62							57

Based on the above table 6, the first item the response of IFAL facilitators and coordinators focus on issue related to the assessment of IFAL program, 13 (100 %) of the respondent were agreed on the question of well awareness of the integrated functional literacy program.

Concerning on the learners devotion in attending the program 13(100%) of IFAL program coordinator and facilitators responded were agree based on the question which was written as the beginning.

For the item 3, 13 (100%) of Integrated Functional Adult Literacy program coordinator and facilitators responded strongly agree on the question of the integrated functional adult literacy program lessons relation with the learner daily life. This indicates the IFAL lessons were directly related with the learners' daily activities whether socially and economically.

The fourth item on the above table, 13(100%) of the respondents were agreed on assessment of Integrated Functional Adult Literacy Program using different mechanisms the program was assessed.

Based on the last question 13(100%) or all of the coordinator and facilitators which were included in this research as a subject said agree because Governmental and nongovernmental organizations in the woreda had vital role in implementing functional adult literacy program.

In addition the researcher conducted interview for the sub city adult education supervisor and the woreda one educational supervisor on the awareness of the IFAL program and the devotion of the students.

(Hint: S_1 respondent one (sub city adult supervisor and)

S_2 respondent two (woreda one education supervisor.)

S₁. The integrated functional literacy program facilitators of each center and the woreda adult education coordinator created awareness to the community. As the result, most of the community member were register on the program because of their well awareness on the benefit of the program and as the report indicated that a large number of adults were devoted in attending the program, but some of the community members were not

attend the program and some of the learners also drop out the class because of individual problem. (15th April)

S₂.As the woreda one supervisor the integrated functional adult literacy learners have an awareness about the benefit of the IFAL program especial for those who lost the chance of learning formal schooling, and also they have a great passion in attending this program. The indication is, the registration of large number of the students. (14th April)

This show that the communities have an awareness and devotion in attending the program, but according to the document there is some limitation in coming to school and attending the class. Because most of the learners were workers, some of them house wife and house hold; therefore they didn't come to school regularly. And the IFAL lessons are prepared based on the need of the adult such as health, agriculture, income generation, civics and ethics, social life, environmental protection and gender.

Likewise as I have seen the woreda's monthly report the IFAL learners were show more interest when the topic is about health (prevention and control of HIV/AIDS as well as basic reproductive, personal hygiene, nutrition, etc), issue related with income generation (saving self-employment) and social life. So the provision of IFAL addresses the daily life of the participant.

In addition a Non- governmental organization is called *Amanuel support organization* is play vial role in our woreda one as a strong stake holder for the program. They supply different educational materials and necessary facilities for the participants. Generally, woreda's education office, facilitators and nongovernmental organizations had a vital role for the success of functional adult literacy program in this woreda.

Table 7: Facilitators and coordinators views concerning with an assessment in improving economic change of learners.

Item	Strongly agree		Agree		Undecided		Disagree		S.disagree		Sum
	No	%	N	%	No	%	No	%	No	%	
Literacy skill enhance saving habit	8	62	5	38	-	-	-	-	-	-	60
Generating income	7	54	5	38	1	8	-	-	-	-	58
Increase local community participation in determining price of their product	6	46	5	38	2	16	-	-	-	-	56
IFAL the widen choice	8	62	5	38	-	-	-	-	-	-	60
It used as in put to increase production	8	62	5	38	-	-	-	-	-	-	60
Participate the policy that affect their economy	8	62	-	-	5	38	-	-	-	-	55
Literacy skill make the learner more productive	6	46	3	23	4	31					54

In table 7 in the first question 13(100%) of the integrated functional adult literacy program facilitators and coordinator responded were agreed and agreed based on the question of literacy skill enhance them to have saving habit. This shows that most of the leaner have the habit of saving their money.

Based on literacy skills enhance learner to generating income 12(92%) of responded said agree, most of the learner are in the way of generating income and 1(8%) of the IFAL facilitator said undecided whether the learner generating income.

As indicated in the item three, 11(84%) and 2 (16%) of respondent responded agree and undecided respectively based on integrated functional adult literacy program increase local community participation in determining price of their product. Therefore most of they are participating in community to determine the price of their product.

According the result presented in table on question four and five (100%) of the IFAL facilitators and coordinators responded that strongly were agreed. Therefore the integrated functional literacy program is the widen people choice and it used as input to increase their product.

In the case of IFAL skill makes people participate the policy that affect the economy of their community 8 (62%) of the respondent said strongly agree learners participate that affect their economy and 5(38%) of them said that undecided.

The last question of the above table indicate that 9(69%) of the respondent responded that agree the literacy skill make the learners more productive, and 4(31%) of IFAL facilitators and coordinator said undecided on literacy skill make them more productive. Concerning this, the researcher conducted interview with the IFAL sub city and woreda one education supervisor:

S₁. When we see the economic change most learners were under productive age that means they are working indifferent work places so, the literacy skill enhance them to save their money in addition some of female learners are maid(house servants) and house wife after attending this program they were try to save what they have got. Using as the input of literacy skill that makes them more productive and become successful in their life.(15th April)

S₂. According to my observation most of the IFAL learners were economically changed. Because they try to save their money and they try to generate income. More over some of the learner were participating in “Ekub” or traditional saving systems and also they participate in cooperative work association. This is the result of lesson that they have learnt and the encouragement of the facilitators on each centers. (16th April)

As it depict in the above analysis the research understand that based on the IFAL facilitator and coordinators response on economic change of the learners; according to the response of the respondent literacy skill makes the learner to have saving habit and it also help them to generate income and to become more productive. In addition the skill also used to determine the prices for their product because the program is used as an input for them, and then most of the learners were participate the policy that affect the economy of their community.

4.7. Social Change of Learner

The main aspects of social benefit that are linked to higher levels of literacy are increased social and community participation. Participation in adult literacy programs is supposed to lead an increase in social and community participation. Rees et al.(2000) evaluated the adult participation in learning and suggested that developing an identity as a learner is shaped by the complex interaction of a number of factors that relate to the social, because learning is essentially a social activity. These include past learning experiences and the mediating effect of family in fluencies upon them. Gallacher and Crossan (2000) studied on what contribution could lifelong learning make to social inclusion.

Table 8 : Response of facilitators and coordinators in social change of learners.

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Sum
	No	%	N	%	No	%	No	%	No	%	
IFAL skill sensitize communities to cooperate	13	100									65
It Increase commitment to be socialized	10	77	3	23							62
It enhance people capability to solve problem	5	38	8	62							57
Peoples accountability to the community	8	62	5	38							60
It enable people to participate in decision making that affect their life	8	62	4	30	1	8					59
Literacy skill develop self confidence	13	100									65
Literacy skill empower individual in external force	5	38	3	23	5	38					52

As it can be deduce from the above table 8 concerning with an assessment of in improving social change of learners, 13 (100%) of the IFAL facilitators and coordinators were agreed with the Integrated functional adult literacy program skills sensitize to with communities.

Based on the increment of learner commitment to be socialize 13(100%) of the respondent were also agreed with the Integrated Functional Adult Literacy skills increase commitment to socialize on the community. And as indicate on question three of the above all of the respondents said literacy skills enhance people capability to solve problem.

13 (100%) of the IFAL facilitator and coordinator responded that strongly agree on the question of IFAL program increase peoples accountability to their community

According to question five from the above table 12(92%) of the respondent said and 1(8%) of the facilitator said undecided focus on literacy skill enable people to participate in decision making that affect their life.

Based on question six of the table 13 (100%) of the IFAL facilitators and coordinators responded that literacy skill develop self-confidence of the learner. Moreover 8(62%) of the respondent were agreed on the question of literacy skill empower individuals in external force, and 5(38%) of the respondents responded that undecided on empowerment of individual on the external forces.

One of the primary goals of adult literacy provision should be to give disadvantaged adults the skills and understandings required to be active, engaged citizens. Importantly, many of these are the skills cited in the above such as discussion of well-being and self-confidence, Martin (2003). There is also evidence that adult education improves social cohesion. For example, Feinstein et al (2003) found improved racial tolerance amongst adult education participants. Adult education has also been shown to enhance social

capital by improving social skills, extending social networks and promoting shared norms (Schuller et al 2002).

The above points suggest that literacy skills sensitize the learner to work cooperatively and increase commitment of the learner to be socialized with the community. More to the point literacy skill develop the learner capability of solving social problem and being accountable to the problems that the community faced. It enable the learners to participate in decision making that affect their life and the community this show that the learner build self-confident. In addition equal number of the respondents said that this literacy skill empower individual in external force and in contrast to half of the respondents are not decided whether this program empower or not individuals on external force.

Table 9 : Response of facilitators and coordinators in social change of learners.

Item	Strongly agree		Agree		Undecided		Disagree		Strongly disagree		Sum
	No	%	N	%	No	%		No	%		N
IFAL skill increase peoples capability to solve conflict	5	38	5	38	3	23					54
It Increase living together in peace and harmony	13	100	-	-	-	-	-	-	-	-	65
It enhance learner to participate in removing harmful practice	8	62	5	38							60
Literacy skill makes learner to preserve good culture in the community	13	100									65
Peoples expectation in leading better quality of life	9	69	4	31	-	-	-	-	-	-	61
Literacy skill make learner apply family planning	9	69	4	31	-	-	-	-	-	-	61
Literacy skill makes the people to care for disadvantages people.	9	69	-	-	4	31	-	-	-	-	61

In the analysis in table 9 the first item, 10(76%) of the facilitators and coordinators were agreed on integrated functional adult literacy program increase peoples capability to solve conflict and 3(23%) of them said they were not decided literacy skill increase learners capability to solve the conflict.

Based on the question 2, 13(100%) of the respondents responded strongly agreed on the question of literacy skill increase the learner in living together in peace and harmony.

Concerning on removing harmful practice 13(100%) of the respondents were agreed on the focus of integrated functional literacy skills enhance learners' to participate in removing harmful practice. In addition 13(100%) of the respondents responded that strongly agreed on Literacy skill makes learners' to preserve good culture of the community.

As indicate the above table question five and six 13(100%) of the IFAL facilitators and coordinators were agreed on literacy skill enhance learners in leading better life and it makes learner apply family planning.

For the last question 9(69%) of the respondents responded strongly agree and 4(31%) of them said undecided on the question of Literacy skill makes the people to care for disadvantages people. Based on the social change of the learner, the researcher interviewed woreda educational supervisor and sub city supervisors of the IFAL

S₁. The integrated functional adult literacy program looks better in the present day than that of the past years. When we see the social change the literacy skill learners have detail understanding to be socialized with the community and they are responsible for their community to live in peace and harmony by keeping once culture, religion, nation etc. More over the learner increase the ability to solve societal problem as they can and also they keep the good culture of the community and remove harmful tradition of the community; that mean by saying no on the early marriage, genital mutilation of females and abduction etc...(15th April)

*S₂. As a supervisor that I understand social change of the learner is better in comparison with when they began the class and now. The indication of this learners have understanding to be socialize with their friends and the community, they know about the equality of each religion, cultures, customs of the society. In addition the learners develop self-confidence so, this encourage some of them to participate in to “**Eder and corporation (Mahiber)**” in the community. And also they protect good culture and remove harmful traditional practice of the community. (14th April)*

In addition to this I try to see the document about the above point on social change of the learner, all most all of the point written was similar with the response of the interview.

The answers which were given by the participants based on assessment of social changes were summarized as follows: based on the item one and two most of the respondents said literacy skill increase peoples capability to solve conflict between the societies and it also increase people to live in peace and harmony. Moreover the IFAL skills enhance learner to preserve good culture of the community and remove harmful tradition from the community. Beside of the points most of the learners are leading relative a better quality of life and all most the majority of learner applying family planning. The IFAL learners care for those of disadvantageous people, Based on Baron etal (2000) studied on the social impact of adult literacy and described that social impact of literacy is processes between people that establish networks, norms and social trust that facilitate co-ordination and co-operation for mutual benefit, leading to mutuality and the achievement

for mutual goal, but some of the respondents said undecided because of they don't know whether they do or not.

4.8. Benefit of IFAL Program

Functional adult literacy can be benefit adult learners and the community in different ways. It helps people to live in better life. It enables them to increase their productivity. It also enables them to practice family planning and to fight harmful traditions of the community. Moreover, it helps them to practice their rights and obligations. This leads them to build a democratic society. Adult will be encouraged to learn, only if they find the program related to their life, which is problem-solving and brings about a change in their life style. In this regard, it was described that the rationale for recognizing literacy as a right is the set of benefits it confers on individuals, families, communities and nations. Indeed, it is widely recognized that, in modern societies, literacy skills are fundamental to informed decision making, personal empowerment, active and passive participation in local and global social community (Stromquist, 2005).

Having this as an account the researcher interviewed the woreda educational supervisor and sub city adult coordinator. On the question of How the learners benefited by integrated functional adult literacy program? Based on this the interviewees responded that:

S₁. Before the adult began the class they don't have knowhow about the (3Rs) or writing, reading and arithmetic (calculation). However, after they attend the program they are able to write their name correctly and change their signature from finger print to sign, this is one change. Another point the IFAL lessons were

more of related with their daily life. In addition to this they can add the numbers and subtract, they can also read the bus number and short notes; moreover some of the level two learner can have an ability to read and understand what they read. (15th April)

S₂. As I have told you in the above the IFAL program is prepared for those who have not got the chance of formal education by different condition. So, it is benefited especially for illiterate community members. Having this after attending this program the learner have an ability to read, write and numerate the numbers. Basically the lesson are related with their daily life, therefore it used them. (14th April)

Generally as I have got the document integrated functional adult literacy program is benefited for the learner by different ways, they brought social and economic change in their life; they can read and write the letters the words as much as they can. They also numerate the numbers and they have an ability to add and subtract the small numbers.

So, this implies that IFAL is very important for participants and the communities as well.

4.9. Challenges to Assess Social and Economic Change

Focus on challenges that hinder to assess the social and economic improvement of the learner in Woreda one, both the interviewees (S₁ and S₂) responded almost the same ideas on the challenge on assessment of social and economic changes, these are as follow

- ❖ *Some of the students are house servants (maid)so it is not easy to assess their economic and social change changes*
- ❖ *Most of students did not come to school regularly*

- ❖ *Drop out of the students from the program because of personal problem*
- ❖ *Lack of financial support to generate income*
- ❖ *Some of the learners day worker so it makes impossible to assess their change whether social and economically rather assessing in side of the class room.*
- ❖ *Absence of adequate teaching-learning materials such as text books, exercise books and others supplementary materials.*
- ❖ *Sub city and woreda adult facilitator didn't work cooperatively rather asking monthly report*
- ❖ *Look of woreda coordinators and supervisors assessment and follow up.*

Suggested possible solutions to the above listed problems:-

As solution to the above stated major Challenges and problems of the integrated functional adult literacy program (IFAL), facilitators and Coordinators, and Education supervisors, suggested the following points.

- ❖ *Have a discussion with the employers of the maids (house servants) about the benefit of the integrated functional adult literacy program.*
- ❖ *Arranging the convent time for the learner*
- ❖ *For those who drop out students preparing year round registration and arranging possible condition to continue their education.*

- ❖ *Try to make discussion with nongovernmental organizations, city and sub city IFAL stake hold to supply adequate teaching learning materials; like text book, exercise book, pen and pencil to encourage the learners.*
- ❖ *Preparing situations to work cooperatively with the whole stake holders. (15th April)*

Even though there were problems / challenges/ of integrated functional adult education, the progressive action /teaching- learning process/ on the way to eradicate illiteracy and poverty from the community.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Summary of the Major Findings

The major findings of the study have been summarized as follows. As it was stated before, the study aimed at assessing the adult learners' perception on social and economic benefits of integrated functional adult literacy program in Akaki Kality Sub-city Woreda one, and the Population of the study who have been taken as a sample were 10 Facilitators, 3 Coordinators, 2 Sub city and Woreda supervisor and 60 IFAL learners.

The data collected from the population by using the following data gathering tools: such as questionnaire, interview and document analysis. The collected data were organized and analyzed using statical tools such as table, frequency, percentage together with opinions of interview questions.

Based on the analyzed data in chapter four, the researcher has summarized the main finding.

- ❖ It suggests that there have been more female facilitators and learners than male facilitators and learners at the target areas of woreda one in Akaki Kality Sub-city. Therefore, the woreda adult education focal persons play a significant role in case of creating awareness on the community to participate female students in the integrated functional adult literacy program.
- ❖ The highest numbers of IFAL learners are at the age group of below 40 years. It is the most active, and productive age level of humans. This clearly implies that

the IFAL programs can be very helpful and use full to the social and economic condition so the majority and the most active learners at the target area provided the IFAL program is successfully accomplished.

- ❖ The qualifications of the facilitators are in line with the IFAL guideline which says they should at least be grade 10 complete.
- ❖ Based on the response, all of the IFAL learners have well awareness of the program and most of them were devoted in attending the program. Moreover, the lessons which they were learning was prepared based on the need of the adults. Means lessons are related with the daily life of the learners. To see their progressive change, assessment is necessary, but according to the large number respondents the program is not assessed continuously to see their change. In contrast related with the assessment of the IFAL program the according to coordinators and facilitators response the program was assessed.
- ❖ Based on students' response on assessment in economic change of the learners, those students who attend this program mostly benefited in improving their saving habits because of the literacy skill used as input for their success even though some of the learners were not able to be beneficial participating in the policy that affect the economy of their community.
- ❖ According to the answers which were given by the participants, literacy skills sensitize them to cooperate with the community and it also helps them to have a capability to solve social problems and being accountable to the problem that

happened within community even though some of the integrated functional adult literacy learners lack capability of solving social problem.

- ❖ The literacy skill program develops the learner living together in peace and harmony. Moreover it also enhances them to preserve and continue good culture of the community and to remove the harmful culture of the community.
- ❖ According to the data analysis the researcher concluded that literacy skills used not only reading and writing and also it helps the learners to generate the income and become successful in economy with in some difficulties. Besides of this, it also enables the learners to participate in decision making that affect their life and the communities as well.
- ❖ As researcher, I have got the document integrated functional adult literacy program benefited for the learners by different ways, they brought social and economic change in their life; they can read and write the letters, the words as much as they can. This indicates they can write their name properly and change their finger print to sign. They also numerate the numbers and they have an ability to add and subtract the small numbers. So, this implies that IFAL is very important for participants and the communities as well.
- ❖ The challenges which hinder to assess the IFAL program were some of the female learners were maid. It is impossible to assess their change, drop out of the school of the students from the program based on individual problem, lack of finance for generating income, lack of adequate teaching learning materials and lack of cooperative work with different stake holders.

5.2. Conclusions

According to the data analysis and summary, the following conclusions can be made related with the research questions.

The quantitative and qualitative data analysis of the study for the first research question indicated that the learners' perception about the integrated functional adult literacy program. As their change showed that, they didn't have knowhow about the (3Rs) or writing, reading and arithmetic, before they had begun the class. However, after they attend the program they are able to write their names correctly and change their signature from finger print to sign; this is one of the changes. Another point the IFAL lessons were more of related with their daily life. In addition to this they can add the numbers and subtract, they can also read the bus number and short notes; moreover some of the level two learner can have an ability to read and understand what they read. So, IFAL program benefited for the community.

Relating to the second research question, Literacy skills used the learners to generate their income and become more successful in economy within some difficulties. Furthermore, it also enabled them to participate in decision making that affect their life and that of the communities as well.

Even though IFAL program was effective in improving learners' social and economic change, there were some challenges which hinder the learners in some aspects. Some of the challenges are: Some of the students are house servants (maid) so it is not easy to assess their economic and social change changes, attending class regularly, Lack of

financial support to generate income, Lack of woreda coordinators and supervisors assessment and follow up, Absence of adequate teaching-learning materials such as textbooks, exercise books and others supplementary materials, Sub city and woreda adult facilitator didn't work cooperatively rather asking monthly report.

Related to the last research question, the IFAL program contributed in economic change of the learners, those students who attended this program mostly benefited in improving their saving habits and productivity as the result of the literacy skill helped them as input for their success even though some of the learners were not able to be beneficial participating in the policy that affect the economy of their community.

Generally, IFAL program in Akaki Kaliti sub city woreda one was effective in many aspects. The overall goal of the program was helpful for society to become familiar with different life skills. The responsible bodies and their structure that they created as woreda level helped them to be effective from these activities. Adults were the first beneficiaries of the program and their lives have been changed.

5.3. Recommendations

Based on the major findings and conclusion drawn, the following recommendations are forwarded

1. For the effective implementation of functional adult literacy program, all stake holders should play their own roles properly by changing the attitude of adult learners.
2. Since the outcome of the program helped individuals and the community as whole, political leaders, professionals, nongovernmental organizations and responsible bodies should participate and support the implementation of the program in order to improve the learners' social and economic change.
3. The responsible bodies like woreda education officers, sub city adult coordinators and NGOs should assist by supplying the adequate teaching-learning materials such as textbooks, exercise books and others supplementary materials.
4. The stakeholder who assigned in Sub city and woreda levels should work cooperatively and practically with the center facilitators rather asking monthly report.
5. The adult coordinators should support the IFAL learners financially and encouraging them morally.
6. The sub city IFAL supervisors should prepare an assessment guide line to see the learners' social and economic change.

REFERENCE

- Barton D., (2000), *Situated Illiteracies: Reading and Writing in Context*. London. Rutledge
- Best, J. and Kahm, J. (2003). *Research in Education 3rd edition*, New Delhi; Prentice Hall of India.
- Beder, H 1999, *The outcomes and impacts of adult literacy education in the United States*, National Center for the Study of Adult Learning and Literacy (NCSALL), NCSALL Reports 6.
- Bhola, H.S (1984) *Functional Literacy workplace Literacy and Technical and vocational Education: Interfaces and policy*
- Creswell, J.W. (2003). *Research Design: Qualitative, Quantitative and Mixed Approach*. (2nd Ed.). London: Sage publication Inc.
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative and Mixed Approach*. (3rd Ed.). London: Sage publication Inc.
- Davidson, K. (1990). *The Adult Learners*. New Jersey: Prentice Hall.
- Esteva, G (1992) *Development*, in: W Sachs (ed) *The Development Dictionary: A guide to knowledge as power*, pp 6-25 (London, Zed)
- ETP. (1994). *Education and training policy*. Ethiopia Addis Ababa.
- Freire, P. (1992). *Cultural action for Freedom*. London: Penguin.
- Gray, W.S (1990). *Teaching of writing and Reading: An international survey*. Chicago: Scott Foresman.
- Hildana Geremew Haile (2014) *Practices and Challenges Of Integrated Functional Adult Literacy Program*: Addis Ababa University
- Holme, R. (2004). *Literacy: an introduction*. Edinburgh: Edinburgh University Press
- Hutton, B. (Ed.). (1992). *Adult basic education in South Africa: literacy, English as a second Language and numeracy*. Cape Town: Oxford University Press.
- IIZ/Dv (2005). *Training needs of FAL personnel in Ethiopia*. Newsletter, No. 22/23.
- Jarvis, P. 2004. *Adult Education and Lifelong Learning: Theory and Practice 3rd Edition*. London: Routledge Falmer.
- Juliet, et al. (2007) *Developing Adult Literacy Approaches to Planning, Implementing and Delivering Literacy Initiatives*. First published by Oxfam.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. 2nd edition; New Delhi New Age International.
- MOE (1994). *Education sector development program III, program action plan*, Addis Ababa.
- MOE (2005). *Education sector development program (ESDPIII)*; Addis Ababa.
- MOE (2008). *National Report on the Development and state of Art of Adult Learning and Education*. A.A unpublished.

- MOE.(2004/06).educationstatistics annual Abstract. Addis Ababa; Berihan ena
selam\printing press
- Ministry of Education (2008) National Adult Education Strategy, Addis Ababa
- Ministry of Education (2010) Draft Master Plan for Adult Education in Ethiopia (2010/11 –
2019/2020
- MOE. (2011).Functional adult literacy implementation guidelines. ABGET, Addis Ababa:
United printers PLC
- Mohammed S. (2013) Implementation of Integrated Functional Adult Literacy Program In
Obora Sub-Zone Of East Hararghe; MA Thesis Haramaya University
- Narayan, D. (Ed.). (2002), *Empowerment and Poverty Reduction. A Source Book*
Washington, DC: World Bank.
- Nyerere (1974) Nyerere on education selected essays and speeches 1954 – 1998.Rakash
Rajanji.
- Okech,A. (2004).Adult education in Uganda. Kampala: Fountain publisher.
- Okech,A. (2007).Historic development and practice of functional adult literacy. In
sandhaas, IIZ/DVV.
- Okech, A. (2009). “Functional Adult Literacy and Poverty Reduction” in Sandhaas B.
(Edition). *Cross National Encounters in Adult Education*. Addis Ababa: Ethiopia:
DVV international, 15-21.
- Okedara, J.T. (1989): An introduction of the study of adult education, Ibadan: university
press Ltd.
- Openjuru, G., L. (2004). The role of civil society in shaping Adult Education practices in
Uganda. Kampala: Fountain Publishers.
- Phillips, A. W. H. (1970) ‘The relation between unemployment and the rate of
Change of money wage rates in the United Kingdom.
- Robinson, P. 2005. “The Social Benefits of Literacy” in EFA Global Monitoring Report
2006.
- Robyn H., Jackie H,(2005). Social and economic benefit of improved adult literacy.
Towards better understanding. Australia
- Sabates, R. (2007). ‘Education, training and the take-up of preventative health care’, Centre
for Research on the Wider Benefits of Learning Research Report No. 12.
- Sandhaas, B. (2003): IIZ/DVV’s Country Program on ‘Support to Adult and Non-formal
Education (pp. 114-137), in *Necessities and Possibilities of Adult & Non-formal
Education in Poverty Reduction*, Addis Ababa: IIZ/DVV.
- Sandhaas,B.(Ed).(2007).HistoricDevelopmentandpracticeofFunctionalAdultLiteracy.In
sandhaas,B.(ed).IIZ/DVV.
- Sandhaas,B.(Ed).(2008).Functional adult literacy and poverty reduction: cross national
encounters in ministry of Education: Addis Ababa.

- Selamawit H. (2014) An Assessment of the Implementation of Functional Adult Literacy in Merhabete Worda, MA thesis Addis Ababa University
- Smith, S. (1994), 'Laboring and learning: part-time work and full-time education', National Institute Economic Review, no. 2/94, pp. 14-15.
- Spratt, C., Walker, R., and Robinson, B. (2004). Module A: Mixed research methods. Published by Commonwealth of Learning. ISBN 1-894975-14-6
- Stephen R. (2010). Adult literacy development and economic growth. Portland State University
- Tewodros W. (2014) Influence of Integrated Functional Adult Literacy (IFAL) Program on Economic Empowerment of Women. MA thesis Addis Ababa University
- Tromquist, N. (2005), Literacy for Citizenship: Gender and Grassroots Dynamics in Brazil. Albany, New York. SUNY Press.
- UNESCO.(1978).Integrated Rural Development and The Role of Adult Education .par UNESCO.
- UNESCO,(1997). Literacy education and social development. Hamburg.
- _____.(1994).EducationsforAllsubmitofNineHigh-Populationcountries.Paris: UNESCO.
- Zeliek W.(2007.)The History of Adult Education in Ethiopia, Adult educationon Development.Volume22/ (p.81-110).AddisAbabaIZZ/DVV
- ያለው እንዳወቀ:: (1998 ዓ.ም.)::የምርምር መሠረታዊ መርሆች ና ከተገባበር ::አ.አ፣ አልፋ-አሳታሚዎች:

Appendix I
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF CURRICULUM AND INSTRUCTION.
PROGRAM: ADULT AND LIFELONG LEARNING
QUESTIONNAIRE TO BE FILLED BY IFAL COORDINATORS AND
FACILITATOR

The main purpose of this questionnaire is to assess the integrated functional adult literacy Program in improving Social and Economic life of beneficiaries in case of AkakiKality sub city selected Woredas. Therefore, I honestly request your collaboration in filling this questionnaires responsibly because your honest response is great importance for the success of this study.

Direction: Dear participant please read carefully the instructions below before starting to fill the questionnaires. No need of writing your name please indicates your response by putting “X” mark in the box.

PART ONE: - PERSONAL INFORMATION (DATA)

1.1. Name of IFAL center/ School _____ Woreda _____ Kebele _____

1.2. Sex A. Male B. Female

1.5. Field of study _____

1.6. Current Job

- | | |
|--|---|
| A. Employed facilitator <input type="checkbox"/> | B. Extension worker (health/ Agricultural) <input type="checkbox"/> |
| C. Volunteer students <input type="checkbox"/> | D. ABE or primary school teacher |
| E. Education Expert | F. Other _____ |

Part two: perception towards the assessment of integrated functional adult literacy (IFAL) learners in improving social and economic life of the beneficiaries.

Direction: the following statements describe how integrated functional adult literacy improves social and economic life of the learners. Please read each of statements carefully and decide your level of agreement or disagreement with the statements honestly so that your response will accurately represent your perception. After that, indicate your response by putting this mark “X” under the alternative boxes.

Alternatives are. **1=Strongly Disagree** **2= Disagree** **3= Undecided**
 4= Agree **5= Strongly Agree**

No.	STATEMENTS	Alternatives				
		5	4	3	2	1
	ISSUE RELATED THE IFAL PROGRAM					
1	the community well aware of the integrated functional adult literacy (IFAL) program					
2	The IFAL learners show devoted in attending the program					
3	The IFALP lesson is related to Adult daily life					
4	IFAL Program is assessed					
	ISSUE RELATE ON ECONOMIC ASSESSMENT					
5	Literacy skills enhance saving habit					
6	IFAL skills increase to generate the income					
7	Literacy skills increase the local community participation in determining price of their product					
8	Literacy skills make the learners more productive					
9	IFAL is the widen people choice					
10	Literacy skills enhance using the input that increase the production					
11	IFAL skills make people anticipate the policy that affect economy their community					
	ISSUE RELATE ON SOCIAL ASSESSMENT					
12	IFAL skills sensitize communities to cooperate					

13	Literacy skills increase communities commitment to be socialized					
14	Literacy skills enhance people capability to solve problem					
15	Participating IFAL program increase peoples accountability to community					
16	IFAL program is enable people to participate in decision making that affecting their life					
17	Literacy skills increase motivation of people to develop self confidence					
18	Literacy skills empower individuals in external forces					
19	The program enhance people's capacity to resolve the conflict peacefully					
20	Literacy skills develop skill to living together in peace and harmony					
21	IFAL program make learners participate in removing harmful practice in the community					
22	IFAL program make learners participate in preserving good culture in the community					
23	Literacy skills expand people's expectation for leading better quality of life					
24	IFAL program make learners apply family planning					
25	Literacy skills make the people to care for disadvantaged people.					

Appendex II

አዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ትምህርት

የስራ ትምህርት ክፍል (የጎልማሶች ትምህርት ፕሮግራም)

በተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ተሳታፊዎች የሚሞላ መጠይቅ

ወደ ተሳታፊዎች የዚህ መጠይቅ አላማ በአቃቂ ቃሊቲ ክፍለ ከተማ በወረዳ አንድ፣ ተግባራዊ እየተደረገ ያለውን የተቀናጀ ተግባር ተኮር የጎልማሶች ትምህርት ማህበራዊ እና ኢኮኖሚያዊ መሻሻሉን ለማጥናት ተብሎ የተዘጋጀ ነው። ስለዚህ የጥናቱን አላማ ከግብ ለማድረስ ተሳታፊዎች ለእያንዳንዱ ጥያቄ የሚሰጡ ትመል ስወሳኝ በመሆኑ መጠይቁን በተቻለ መጠን በጥንቃቄ እና በሃላፊነት ስሜት እንድትሞሉልኝ በትህትና እጠይቃለሁ።

ማሳሰቢያ፡- ስም መጻፍ አያስፈልግም

-ከዚህ መጠይቅ የሚገኙ መረጃዎች ሁሉ ለጥናት ብቻ የሚውሉ ናቸው

ስለ

ሚሰጡኝምላሽ በቅድምያ አመሰግናለሁ

ክፍል አንድ- የግላዊ መረጃ ጥቂዎች

- 1.1 የማእከሉ/የትምህርት ቤቱ ስም-----ወረዳ----- ቀበሌ-----
- 1.2 እድሜ A. ከ 20 በታች B. 21 -30 C. 31-40 D. ከ 40 በላይ
- 1.3 ጾታ----- A. ወንድ B. ሴት
- 1.4 የጋብቻ ሁኔታ A. ያላገባ/ች B. ያገባ/ች C. የተፋታ/ች
- 1.5 ከመማር ወቅት የነበሩበት የትምህርት ሁኔታ
 - ጀምረው ያረጡ
 - ምንም ያልተማሩ

III. ማህበራዊ ጉዳዮችን በተመለከተ

10. የተጠናከረ ተግባር ተኮር የጎልማሶች ትምህርት ከማህበረሰቡ ጋር ተባብሮ የመስራት ስሜቱን ጨምሯል?

- A. አዎ
- B. አልጨረም

11. የጎልማሶች ትምህርት ማህበረሰባዊ ችግሮችን የመፍታት ችሎታዎን እንዲያዳብሩ አድረጎታል?

- A. አዎ
- B. አይደለም

12. የጎልማሶች ትምህርት በመማር በማህበረሰቡ ውስጥ ያሉትን ተጠያቂነት ጨምሯል?

- A. አዎ
- B. አይደለም

13. ማህበረሰቡን በሚጎዱ ጉዳዮች ላይ ውሳኔ ለመስጠት የጎልማሶች ትምህርት ምን ያክል ጠቅሞታል?

- A. በጣም በከፍተኛ ሁኔታ
- B. በከፍተኛ ሁኔታ
- በዝቅተኛ ሁኔታ

14. የተጠናከረ ተግባር ተኮር የጎልማሶች ትምህርት ከማህበረሰቡ ጋር በሰላምና በመዋደድ እንዲኖሩ እረድቶታል?

- A. አዎ
- B. አይደለም

15. የጎልማሶች ትምህርት ፕሮግራም ውስጥ በመሳተፎ የማህበረሰቡን ጥሩ ባህል ለመጠበቅ እረድቶታል?

- A. አዎ
- B. አይረዳም

16. የጎልማሶች ትምህርት ፕሮግራም ውስጥ በመሳተፎ የማህበረሰቡን ጎጂ ባህሎች በማስወገድ ተሳትፏል?

- A. አዎ
- B. አይደለም

17. የተጠናከረ ተግባር ተኮር የጎልማሶች ትምህርት ፕሮግራም ላይ በመሳተፎ ያመጡትን ማህበረሰባዊና ኢኮኖሚያዊ ለውጦች ይግለጹ

አመሰግናለሁ!!

Appendix III

Semi structured interview guide for Akaki Kaliti IFAL supervisors and coordinators

I. Personal data

1. Work place _____
2. Sex: Male _____ Female _____
3. Educational level _____
4. Field of study _____
5. Current job _____

II. General information

1. What do you say about the awareness of IFAL program on the community?

2. How the learners benefited by integrated functional adult literacy program?

3. What does integrated functional adult literacy program look like in terms of social and economic change of the learner?

4. What are challenges that hinder to assess the social and economic improvement of the learner in Woreda one, interviewees said that

5. What do you suggest to overcome the given challenge?

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented in other universities; all sources of materials used have been appropriately acknowledged.

Name : _____

Signature : _____

Date of Submission: _____

This thesis has been submitted for examination with my approval as university advisor.

Name : _____

Signature : _____

Date of Approval : _____